EMOTIONAL INTELLIGENCE AND NEGATIVE MOOD REGULATION EXPECTANCIES AS THE PREDICTORS OF JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS

SYNOPSIS

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By

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1. **Title: EMOTIONAL INTELLIGENCE AND NEGATIVE MOOD REGULATION EXPECTANCIES AS THE PREDICTORS OF JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS**

2. Introduction: Teaching profession has grown extremely difficult in the modern era. With just one mouse click, students can access material in the era of computers and the internet. Teachers have a very strict schedule as a result of this system. Secondary school teachers have other non-essential jobs to complete in addition to teaching. As a result, teachers frequently feel stressed, frustrated, and burned out. The ability of teachers to educate and function successfully is frequently related to students' performance. Along with all other professionals, teachers deal with a great deal of emotional demands and frequent intense, emotionally charged contacts (Brotheridge and Grandey, 2002). The psychological and emotional strain of the teaching profession can lead to physical and emotional exhaustion, as well as a reduction in feelings of personal accomplishment, a susceptibility to negative attitudes toward teaching, and a decrease in job satisfaction (Guglielmi and Tatrow, 1998; Shan, 1998; Vandenberghe and Huberman, 1999).

The modern Era is not the same as the ancient Era. At a time when globalization and privatization are quickly developing, workplace competitiveness is also increasing. This has a significant impact on the workforce. Technology has becoming advanced day by day. The government is implementing new educational policies. Without a doubt, these are intended to strengthen and upgrade the country's educational system, but they have a significant impact on teachers' lives. Implementing new systems such as inclusive education and NEP 2020 has altered work patterns and made downsizing the personnel in today's schools essential. As a result, these changes have an impact on teachers' social and psychological characteristics, not just at their work but also in their personal relationships. While some people may find it difficult to adjust to these changes, emotionally intelligent and resilient individuals can develop effective coping mechanisms, enhance their knowledge, and perform better at work by adopting new systems that enable them to meet their obligations and feel fulfilled in their work. After a thoughtful review of the literature, researchers found that due to changes in technology and procedures, over half of school teachers are having problems. Teachers were obliged to change as a result of the liberalization and privatization

strategies in order to get a competitive edge in a globalized classroom. Satisfaction level is wavering (sometimes increased and sometimes decreased) among employees which influences the performance and working pattern of teachers. In today's workplace, emotional intelligence and job satisfaction are two burning concerns. In both personal and professional spheres, they offer a competitive advantage. Because of the frequent human interaction between teachers and students, the educational system or could benefit greatly from emotional intelligence expertise in their work place.

Researcher Indu claims (2009) that emotionally intelligent citizens can be produced by emotionally competent teachers. In Recent years, emotional intelligence (EI) has gained importance in the arena of psychology. Emotional intelligence (EI) is defined as the ability to identify and express emotions, comprehend emotions, incorporate emotions into concepts, and control both good and negative emotions in oneself and others (Matthews et al., 2002). In addition to being a skilled communicator, a teacher with emotional intelligence may connect with their students in order to inspire and motivate them. The entire process is promoted when it is proved that emotionally understanding teachers can reverse ineffective teaching processes. As a result, educators must improve their emotional intelligence (Ponni, 2011).

Lots of research has been done on teachers and their job satisfaction, which shows that how different emotional demands affect teachers' job satisfaction, wellbeing, mental state and students learning outcomes (Chan, 2006). The factors that protect educators from stress and burnout are, nevertheless, little understood. Psychological traits in educators may be associated with a reduced sensation of emotional exhaustion and an increase in happy feelings, as well as a stronger sense of accomplishment and a more fulfilling career. Research indicates that a significant portion of the diversity in the prediction of these outcomes may be explained by emotion-regulation ability (ERA).

One of the fundamental elements of emotional intelligence is emotion-regulation ability, which is the capacity to control one's own and other people's emotional states (Mayer and Salovey, 1997). Individuals with higher ERA, according to emotional intelligence theory, have a better range of strategies for maintaining desired emotions and reducing or modifying undesirable emotions theirs and others (Gross and John, 2002; Mayer and Salovey, 1997; Sutton and Harper, 2009). Knowing, recognizing, and classifying emotions as well as selecting and implementing techniques to alter feelings and assess the results of these actions are all necessary components of emotional intelligence. With the 'affective revolution' in social and organizational psychology on the rise, emotional intelligence (EI) is seen as a critical predictor of important organizational outcomes including work satisfaction (Barsade and Gibson, 2007). Although emotional intelligence (EI) aptitudes, abilities, and job satisfaction have been linked, no research has examined the extent to which emotional aspects of the work experience may moderate this relationship (Carmeli, 2003; Tram, and Hara, 2006).

Intelligence quotient (IQ) alone does not ensure wellness. Even if someone has the greatest ideas,

the sharpest mind, and even more skillful, they will not become successful leaders if they lack emotional intelligence (EI) (Goleman, 2001). EI emerged in the early 1930s as scholars attempted to define a nonintellectual intelligence as "social intelligence" (Throndike, 1936). Mayer et al., (1990), defined EI as "the part of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to distinguish between them, and to use this information to guide one's thinking and actions." Job satisfaction may be persuaded by an employee's emotional intelligence. People's social relationships are expected to be improved by emotion awareness and regulation processes associated with emotional intelligence (EI), which in turn may affect how people feel emotion and stress at work. In terms of interpersonal dynamics, utilizing sentiment and being mindful of one's own sentiments helps reduce stress and regulate negative emotions, which improves performance at work.

Knowing oneself is the basis of all wisdom, and Emotional Intelligence is an ability to know oneself. Individual's overall happiness and work contentment are considerably inclined by their emotional intelligence. Human resources are what make a nation successful, and educators are the most valuable human resources in any community. If workers are happy in their jobs and environments, have more emotional intelligence, and have a better comprehension of technology, then they will be more productive and advantageous to the nation. The ability to recognize and Control our personal emotions and at the same time to know about the emotions of people around us is a sign of greater EQ. Self-awareness, self-regulation, motivation, empathy, and social skills are the main components of the EQ (Emotional Intelligence).

Moreover, country's success depends on its human resources, and teachers are the major human resources of any country. People who are happy in their jobs and environments will be more productive and beneficial to the nation since they will perform better. This is especially true if people have stronger emotional intelligence along with more advanced technological understanding.

People who have negative mood regulation (NMR) expectancies believe that they can think or do their way out of a bad mood (Catanzaro and Mearns, 1990). Several studies show a relationship between NMR and behavior, mood, health, and cognitive function. According to Shepherd et al. (2015), those who have a strong conviction in their capacity to elevate unpleasant moods, for instance, are less likely to suffer negative affect, have fewer physical and mental health issues, and manage stress in a more adaptive manner. Five categories were used to group NMR correlates: (1) emotional state; (2) emotional control, coping, and adjustment; (3) attachment and interpersonal bonds; (4) physical and psychological symptoms; and (5) overall traits and mental resources. There are considerable evidence high NMR is frequently linked to low levels of anxiety and depression.

Trait emotion regulation has been shown to have a great influence on classroom environment in the teaching profession, both directly and indirectly. It has been discovered that emotional control

significantly affects job satisfaction. "Job satisfaction" represents people's inclusive feelings about their occupations. It is the satisfaction and well-being of a person in relation to how well they function in the workplace. It may serve as a very helpful productivity indicator.

3. EXPECTED NEW KNOWLEDGE

The current study is expected to show that daily hassles among teachers that may be related to their personal or professional life and may affect their financial and future performances. It can be the major stressors and may affect their wellbeing as well. Hence present study will be an attempt to make teachers aware about how to perceive the situations and how to use Emotional Intelligence (EI) and Negative Mood Regulation (NMR) Expectancies to avoid the same, which can improve their job satisfaction. In order to predict job satisfaction, this research aims to present a comprehensive picture of both negative mood regulation (NMR) expectancies and emotional intelligence (EI).

Moreover no detailed study on this topic has been conducted in this geographical region of Chandigarh. So, this study will be helpful in benefitting to scholars, teachers, and it will add/fill up the knowledge gap.

Objectives of the study

1. To find out whether there is any significant gender based difference among Secondary School Teachers in terms of Emotional Intelligence (EI), Negative Mood Regulation Expectancies & Job Satisfaction.
2. To find out whether there is any significant difference between Govt. and Private Secondary School teachers in terms of Emotional Intelligence (EI), Negative Mood Regulation Expectancies & Job Satisfaction.
3. To find out the relationship between Emotional Intelligence (EI), Negative Mood Regulation Expectancies and Job Satisfaction among Male and female as well as Govt. and Private Secondary School teachers
4. To predict Job Satisfaction from Emotional Intelligence and Negative mood Regulation Expectancies for both Male and female as well as Govt. and Private Secondary School teachers

Expected outcome of the study

The study is expected to show that daily hassles among teachers that may be related to academic, personal, family, financial and future might act as a stressor and can contribute to the development of stress among teachers and at the same time may affect their wellbeing. Hence present study will be an attempt to aware the teachers about the different stressors surrounding them, so they can easily identify and avoid the same. The primary aim of this study is to understand the

relationship among job satisfaction, negative mood regulation expectancies, and emotional intelligence.

4. REVIEW OF LITERATURE

A review of related literature is a crucial component of every research activity. It comprises methodically seeking out, locating, and examining documents that contain data pertinent to the topic of the study at hand. It provides the researcher with an in-depth comprehension of the research problem. Comprehensive analysis, perceptiveness, and rigorous logical reasoning are used in the review of research literature. The review's goal is to broaden the context and backdrop of the study, to help further understand and define the problem, and to give an empirical foundation for the further development of the hypothesis.

Reviews of related researches were gathered for the current study from the Himachal Pradesh University, Punjab University, Shodhganga, online abstracts and doctoral thesis available in the Centre's Library.

A survey of the literature reveals that persons who are high on emotional intelligence are more likely to be anticipated to manage their stress in their profession and leads toward balanced and happy life. They are more likely to be able to cultivate productive and constructive relationships with customers, colleges, peers, clients and manager (Robin, 2005). Goleman (1996) affirmed that emotional intelligence (EI) rather than intelligence quotient (IQ) is the real indicator of human intellect. Kafetsias and Zampetakis (2008) showed that EI is an important predictor of job satisfaction. Moreover there was a significant correlation between job satisfaction and emotional intelligence.

Paul and Mondal (2012) conducted a Study of EI level among Secondary School Teachers in Burdwan District of West Bengal. The findings showed that while some factors have non-significant effects on EI, few ones had a considerably beneficial impact on raising teachers' EI levels. Ultimately, they conclude that a teacher's level of EI is greatly influenced by their personality, attitude, age, experience, training, and credentials.

Bhuvaneswari and Baskaran (2020) conducted "A Study on Emotional Intelligence of Higher Secondary School Teachers in Chengalpattu district". They took sample of 350 teachers from nearby Schools was chosen for this investigation. Researchers collected data using a survey method and the Thomas Alexander (2004) Emotional Intelligence Inventory instrument. The findings didn't disclose any noteworthy distinctions among genders on higher secondary schools teachers.

Narayanaamoorthi, and Merlinsasikala (2021) studied "Emotional Intelligence among High School Teachers in Dindigul District". Sample size for this study was 300 teachers. Results of this study when compared with male teachers, the female teachers were lack in specific areas of EI, i.e. they think about their home/personal problems at work.

The correlation research was carried out in 2017, among emotional intelligence, marital status and gender of educators. An investigation on emotional intelligence of high school teachers was undertaken. Fifty high school teachers from the Tirunelveli district were included in the sample. The‘t 'test were used to evaluate the survey-based data. The results indicate that male and female teachers differed significantly in their particular profession. Additionally, it was shown that married and single teachers differ significantly in their emotional intelligence and its aspects.

In order to determine the association between personality type and EI of 300 secondary school teachers—58.6% of whom taught in government schools and 41.3% in private schools in Ludhiana—the researcher Mehta (2015) undertook a study. The findings revealed strong and positive relationship between personality types and EI. Additionally, they discovered a strong correlation between school type and EI.

A study was carried out on the "Relationship between Teachers' Occupational Stress and Their Burnout and Distress: Roles of Coping and Negative Mood Regulation Expectancies" by Mearns and Cain (2010). A sample size of 86 primary and secondary school teachers was used by the researchers. With a cross-sectional self-report methodology, the current study examines teachers' expectations for negative mood regulation (NMR) as a predictor of their ability to cope with stress at work and as a marker of burnout and suffering. NMR expectations are people's convictions that the bad moods they encounter are under their control. Concurrent regression studies demonstrated that increased workplace stress was a reliable indicator of increased burnout and suffering. Higher NMR expectancies also indicated higher levels of active coping. Regardless of stress level and coping strategies, NMR expectancies also predicted lower levels of burnout and suffering. More adaptive outcomes for instructors were linked to the belief that they could control their negative moods. The findings support the importance of looking at individual differences in occupational stress studies, especially negative mood regulation expectancies.

Catanzaro and Mearns (2011) " Measuring Generalized Expectancies for Negative Mood Regulation: Initial Scale Development and Implications a scale measuring generalized expectancies for NMR was created for research purposes. The expectation that certain actions or ways of thinking will improve a bad mood state was the definition given to the construct. Data from five samples of college freshmen were gathered and published for this (N= 1630). Findings showed that: (a) the 30-item scale had minimal associations with internal and external controls; (b) individual who score higher on NMR scale reported fewer symptoms of depression; and (c) When NMR scale compared to the Beck Depression Inventory, the NMR scale was able to predict different emotional patterns. Future prospects for research on the mood regulation process are discussed, along with the potential function that expectancies for negative mood control may have in the coping process.

Dobrow, et al (2018) conducted a study with over 21,000 participants and discovered that

individuals who moved to various organizations over the time experienced a rise in happiness, whereas those who stayed in the same organization for long period experienced a decline in their job satisfaction. In a survey on teachers conducted in 2006, Sharma and Jeevan discovered that while the majority of private school teachers complained about job insecurity, the majority of government school teachers expressed unhappiness with the school's promotion process. This needs to be taken into account in order to improve job satisfaction.

When. Nigama, et al (2018) compared the job satisfaction levels of 100 teachers 50 from government schools and the other 50 from private schools they discovered no visible difference between the two groups, regardless of gender.

Toropovs et al (2020) conducted a study "Teachers Job Satisfaction: The Importance of School Working Conditions and Teachers Characteristics". The study examined the association between the characteristics of eighth-grade math teachers at TIMSS (Trends in International Mathematics and Science Study), 2015, Sweden, and job satisfaction as well as the working conditions of the school. Confirmatory factor analysis and structural equation modeling were the primary methodologies employed. The relationship between education and teachers' job happiness was shown to be significant. The three most closely linked factors workload, cooperation, and perception of student discipline in the classroom are related to teachers' job satisfaction. The findings also showed that teachers' levels of job satisfaction were generally greater when they were more exposed to professional development opportunities and were effective. It was also discovered that male teachers had a stronger correlation between their level of job satisfaction and their cooperation with other teachers. Whereas students discipline was more important for teachers job satisfaction who are having lower self-efficacy beliefs.

4.1 Hypothesis

1. There will be no significant difference between male and female Secondary School Teachers in terms of Emotional Intelligence (EI), Negative Mood Regulation Expectancies & Job Satisfaction.
2. There will be no significant difference between Govt. and Private Secondary School Teachers in terms of Emotional Intelligence (EI), Negative Mood Regulation Expectancies & Job Satisfaction.
3. Job satisfaction will be significantly correlated with Emotional Intelligence and Negative Mood Regulation Expectancies for both Male and female as well as Govt. and Private Secondary School Teachers
4. Emotional Intelligence and Negative Mood Regulation Expectancies will emerge as a significant predictor of Job Satisfaction for both Male and female as well as Govt. and Private Secondary School Teachers

5. TECHNICAL PROGRAMME

5.1 Name of the Experiment: Emotional Intelligence and Negative Mood Regulation Expectancies (NMR) as the Predictors of Job Satisfaction among Secondary School Teachers

5.2 Location Field/ Lab: The data will be collected from the Govt. and Private senior secondary schools of Chandigarh.

5.3 Material and Method

5.3.1 Purpose of the study: The aims this study is to determine the impact of negative mood regulation expectations (NMR) and emotional intelligence on secondary school teachers' job satisfaction.

5.3.2 Sampling design: Total sample of 280 (calculated with the help of Slovin's Formula) Secondary School Teachers in equal number of Male & Female from Govt. & Private schools of Chandigarh will be selected randomly for this study.

Formula for calculating sample size

Slovin's Formula: $n=N/1+Ne^2$

Here N = 450+465 =915

e = 0.05

$n= 915/1+915(0.05)^2$

n = 278.32

We've taken sample size as 280 to round off

	Govt.	**Private**	**Total**
Male	70	70	**140**
Female	70	70	**140**
Total	**140**	**140**	**280**

Inclusion criteria

- PGT (Post Graduate Teachers) will be considered for inclusion
- Both male and female Teachers will be included
- Teachers with having more or less same income will be considered for inclusion

Exclusion Criteria

- Teachers who are newly appointed will be considered for exclusion
- Teachers who refuse to corporate will be considered for exclusion
- Teachers who are near retirement will be considered for exclusion.

5.3.3 Tools/Data Collection: The participant will be selected randomly and they will be administered with following measures for data collection

5.3.3.1 Demographic Profile Sheet: Demographic data will be collected on the basis of different characteristics.

5.3.3.2 Emotional Intelligence Scale (EI) Standardized and cross validated by Anukool Hyde, Samjoyot Pethe, Upinder Dhar(2005). This test has 34 items or statements total, divided into 10 variables, make up this test. The statements don't have correct or wrong solutions. This scale is intended to recognize the variations in how different people respond to different circumstances. The measure is designed to identify individual differences. It is a self-administering scale. The ten factors in the test that are self-awareness (SA), Empathy (E), Self-motivation (SM), Emotional-stability (ES), Managing Relations (MR),Integrity (I), Self-Development (SD), Value Orientation (VO), Commitment (C), Altruistic Behaviour (AB)

5.3.3.3 Negative Mood Regulation by Catanzaro and Mearns *(NMR) (1990) The NMR scale is a 30-item scale developed by Catanzaro and Mearns (1990) to measure generalized expectancies to alleviate negative moods. Participants are asked to rate the extent to which they think using different coping mechanisms can help them overcome a bad mood. Every item has a five-point Likert scale attached to it, with the options being "Strongly disagree" to "Strongly agree." The sentence "When I'm upset, I believe that...." completes the stem. “I can do something to feel better," "making plans for how I deal with things will help," and "wallowing in it is all I can do" are a few examples of such statements. Factor analysis has shown that the NMR scale is unidimensional NMR Expectancies (Catanzaro & Mearns, 1990). A high score indicates a strong belief that one can alleviate one’s own negative moods.

5.3.3.4 Job Satisfaction Scale* (JSS): This scale was developed by Singh and Sharma (1990): to assess the satisfaction of teachers related to their job. Two categories were used to gauge the degree of job satisfaction: job-intrinsic factors, which are found in the job itself, and job-extrinsic factors, which are found outside the job. The concept of a job's intrinsic areas was expanded to include job-concrete (such as working conditions, excursions, etc.) and job-abstract (such as democratic functioning, cooperating, etc.); job-extrinsic areas were further divided into three categories: psycho-social aspects, financial aspects, and community/nation growth aspects. The following categories, which were recommended by the literature, were reduced to thirty assertions. There are five options for each statement, and the respondent must select the one that most accurately represents his answer. Scale Comprises, the statements that are positive and negative. Except item no. 4, 13, 20, 21, 27, and 28 all other items are positive. Weights of 4, 3, 2, 1, and 0 are assigned to the positive statements, and 0, 1, 2, 3, and 4 are assigned to the negative ones. A worker's level of satisfaction or dissatisfaction with their job can be quickly determined by looking at their overall score. The test-retest reliability of this scale has been estimated to be 0.978.

**** The reason for using the old versions of NMR and JSS, is that these tests are very reliable and are still in use.**

5.3.4 Procedure: The researcher will introduce herself to the potential participants and explain the Purpose of the data collection using the questionnaire method. The issue of informed consent will be clearly observed by collecting data from those potential participants who willingly indicate interest to participate in the study. However in the process of briefing the participants there will be assurance that every bit of information supplied by the respondents will only be used for the research purpose and no personal identification such as name or other particulars will be shared with anyone in order to ensure confidentiality.

Scale will be administered according to standard instructions and will be arranged in following order: Demographic Profile, Emotional Intelligence Scale, Negative Mood Regulation and Job Satisfaction Scale. Questionnaire set will accordingly, distributed to the school teachers in their respective schools.

5.3.5 Analytical framework: Collected data will be coded and tabulated in categories. Then analyzed data will be presented through averages, percentages, and graphs etc. to work out the objectives of the study. The findings will be interpreted to express the results of the study and conclusions will be drawn

from the major findings of the study and then suitable suggestion will be given accordingly for remedies formation.

5.3.6 Statistical analysis: The collected data will be statistically examined using the relevant inferential and descriptive methods. Descriptive statistics was used to get the simple frequencies and percentages of the socio-demographic variables, while inferential statistics was used to test for the stated hypotheses with the help of SPSS software. Hypotheses will tested by using t-test, correlation & regression analysis.

Delimitations of the study

- The present study will be delimited to the teachers of senior secondary school teachers of UT Chandigarh
- The present study will be delimited to Senior Secondary School Teachers only
- The present study will be delimited to three variables namely Emotional Intelligence, Negative Mood Regulation Expectancies and Job Satisfaction
- The present study will be delimited to a sample of 280teachers only.

6. COLLABORATION: There will be no collaboration with any department/ College of Eternal University, Baru Sahib or any other institute.

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